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ABSTRACT

This parent education curriculum manual, developed by the Parent Education program at North Seattle Community College, defines and describes the parent education program and presents program materials for use as a curriculum guide for instructors and for program participants. First, the parent education program is described and the educational objectives and program components are outlined. The next sections present the organization and role responsibilities of the college, instructors, the parent advisory council, teachers, and children; the goals and objectives of the program; and the means of implementing the goals and objectives. Then, the manual outlines curriculum objectives in the areas of child development; child guidance; health, safety, and nutrition; parenting and family communication; and special concerns. For each program area an introductory statement is provided and the goals and objectives are categorized according to the age level of the child (i.e., infants, toddlers, pre-threes, and three-to-fives). Next, the manual provides the goals and objectives of the program units: implementing the children's classroom program; organizational function, development, and leadership; and support systems. Finally, a bibliography is provided under the five program areas. (HB)

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PARENT EDUCATION CURRICULUM MANUAL

for

the Parent Education Program
Child and Family Education Division
North Seattle Community College

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September 1984
North Seattle Community College

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PARENT EDUCATION PROGRAM

CURRICULUM

PREFACE

This Parent Education curriculum manual was developed to outline the program of Parent Education at North Seattle Community College. This manual serves several purposes. First of all, it defines and describes the Parent Education program. It includes the program goals, objectives, organization and responsibilities, and curriculum. Secondly, this manual serves as a curriculum guide for instructors. The manual outlines areas of concentration with teaching objectives and resources for new instructors as well as establishes a point of reference for experienced instructors. Thirdly, it provides a framework for understanding the complex program model for the participants and beneficiaries of the program. These various persons (parents, children, families, teachers, public school district personnel, administrators, the community at large, and educators and politicians) can better understand each one's role and its significance in the comprehensive program. This understanding is vital for unification and strengthening of the program.

A committee of two instructors and one parent from the program were primarily responsible for development of the manual. Special assistance was given by other Parent Education instructors. Representatives from the Parent Advisory Council, administrators, and the Parent Education faculty provided input and feedback at various stages of the manual's development. These people contributed both individually and through workshop sessions. This joint effort made it possible to develop a manual that would be most beneficial to our program.

In the future, the manual should be reviewed and revised to meet the ongoing needs of the Parent Education program and to incorporate new knowledge in the field. Suggestions for future projects related to the manual's development are: coding of education materials to the specific age level sections, accumulation of further resources to support specific objectives, and topic and activity suggestions for the curriculum units.

PARENT EDUCATION PROGRAM

DESCRIPTION

The goal of the Parent Education program at North Seattle Community College is to support individuals in their role as parents through participation with their child in an educational program. This program, offered through the Child and Family Education Division, contributes to a positive growing environment for families and advocates quality learning experiences for young children. The parent cooperative programs provide a shared learning experience for parents and their children through five years of age. Most cooperatives are community-based, although some infant and toddler groups meet on the North Seattle campus.

The "Parent Education Child Study Laboratory" (the parent cooperative program) is a vocational course with criteria for completion based on attendance. Parents of children enrolled in the parent cooperative program register in a non-credit course, with the fee based on the number of times and hours the class meets. Infant cooperatives meet once a week and course content is directed toward child development and parenting issues. Parents of older children participate one session per week in a parent operated cooperative preschool classroom (laboratory). All parents also attend parent meetings and educational seminars which focus on both child rearing issues and the organizational aspect of the parent cooperative. In addition, the Child and Family Education Division offers parent education workshops and seminars which emphasize methods of effective parenting and leadership training.

Each cooperative group (class) is assigned a Parent Education instructor. Instructors value a respect for individual differences and parenting styles, freedom for parents to explore a variety of parenting options, and practice parenting skills in the laboratory/classroom with a carry-over into the home setting. The instructors respect the knowledge and skills which parents bring to the program and the belief that parents are the primary teachers of their children. Instructors also support individual group autonomy and promote the democratic process of the organization.

Parent Education instructors are responsible for providing information and consultation in three major areas: 1) child development and family education, 2) teaching young children, and 3) organizational development and leadership training. The instructor attends and assists in the laboratory, leads Parent Education meetings and discussions, and serves as a resource at business and board meetings.

The educational objectives for parents enrolled in the program are:

1. to develop realistic age-level expectations from knowledge of normal childhood behavior and growth.

2. to acquire information concerning the physical needs of family members - nutrition, safety, first aid, childhood illness, exercise and stress management.

3. to experience and understand the role of parent involvement in maintaining quality learning for children, at home as well as in the school setting.

4. to obtain skills and practice in observing and teaching young children in the following areas - art, science, concept development, language, music, motor skills, and cooperative play.

5. to share support, consultation, and resource information concerning child-rearing and family life.

6. to become informed about contemporary family concerns such as child abuse, divorce, sexual abuse, illness and death, and family resource management.

7. to increase confidence in managing the demanding role of parenting in a changing society.

8. to strengthen family communication and relationships.

9. and specific to the Parent Cooperative Program, to develop skills in group organization and leadership.

This unique educational opportunity for parents and young children originated over forty years ago, and continues to grow in strength and viability. Societal changes are occurring at an exponential rate, and these changes are creating new challenges for contemporary families. Parents enrolling in the Parent Education program are better prepared to meet the challenges through learning more about effective parenting and how to strengthen families. In part, the success of this Parent Education program may be attributable to its responsive educational model, which provides a variety of experiences for personal growth. The process of this educational experience looks like this:

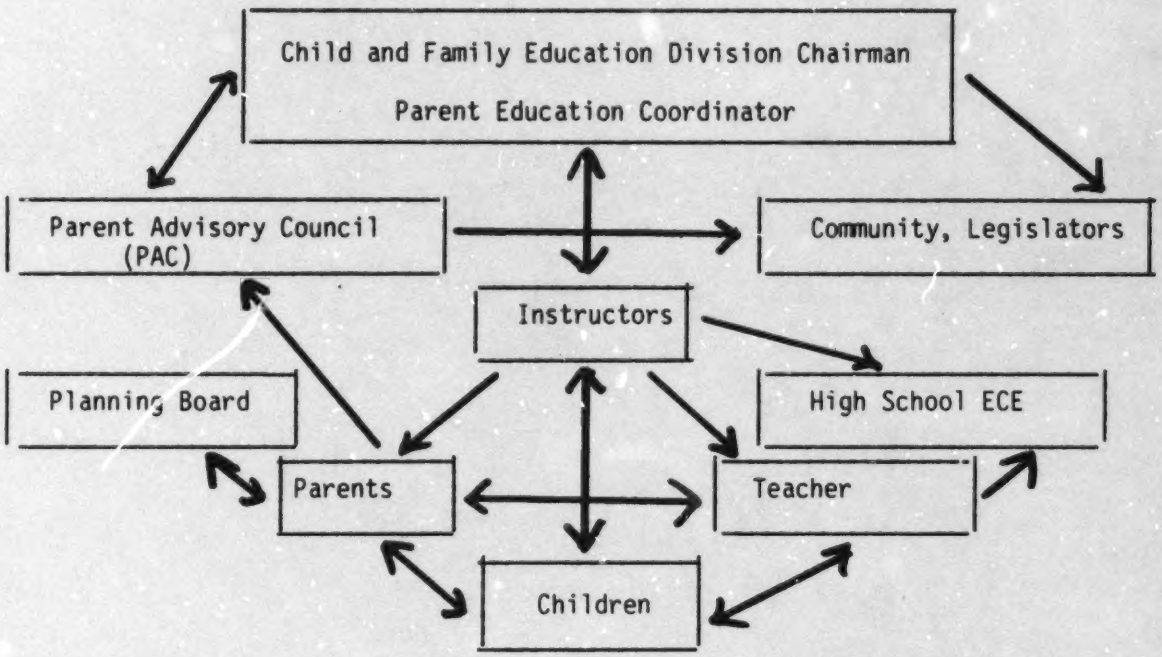
FOCUS — The Parent Education curriculum has three separate foci. It focuses on how an individual may effectively function 1) as an adult/parent, 2) as a group member, and 3) in the guidance of age appropriate behaviors and activities for young children.

THINK AND DO	The educational experience for parents happens at both the theory and practice levels. Parents reflect upon the theoretical and practical information shared both at Parent Education seminars and in discussion groups. Parents practice specific skills each time they interact in the laboratory. this process of "think" and "do" has practical application both in the home and in the community at large.
TEACH AND SEEK	Each parent has information to "share" and to "seek". Each new learning experience can result in seeking and sharing more information.
PRACTICE AND EVALUATE	The skills and information gained within the Parent Education setting can be put to immediate practice and thus be immediately evaluated as to their effectiveness and satisfaction.
SUCCESS	This process can lead parents to become more successfully functioning individuals. Therefore, an analysis of the Parent Education program format can be defined as a process of "Focusing", "Practicing and Evaluating", and becoming an increasingly more capable individual.

A powerful "given" in the Parent Education program is that seldom are students drawn to learning with such dedicated interest. Learning about children and their own parenting role is top priority in their lives. Further, there are few instructional settings, where students are so highly valued for having life experiences and knowledge to share, that will enhance the learning process for all other group members. However, the professionalism of the Parent Education instructors is central to the successful facilitation of this entire education process. These professionals are highly skilled in early childhood education, knowledgeable in child-rearing techniques, aware of family issues and concerns, and have a thorough understanding of the adult learning process.

PARENT EDUCATION PROGRAM

ORGANIZATION AND ROLE RESPONSIBILITIES



I. College - North Seattle Community College

A. Provides parent education classes

1. Parent education instructors
2. Educational services
   a. library
   b. resource materials
   c. information on activities and events
3. Lending bank for classroom equipment
4. Seminars and special speakers

B. Provides advertising and collection of teacher applicants

C. Provides in-service instruction for teachers

D. Provides advocacy for Parent Education

E. Provides a liaison person to PAC

II. Instructors

A. Instruct groups on parenting concerns

B. Serve as a resource and advisor to parents regarding

1. Parenting concerns

a. individuals
b. groups

2. Cooperative organization

a. teacher hiring
b. assignment of duties
c. group processes
d. special problems

3. Working as teacher assistants

4. Goal setting and needs assessment for children

C. Assist teachers in

1. Organizational tasks

2. Curriculum ideas

3. Goal setting and needs assessment of individual children

4. Modeling classroom participation with children

5. Special problems in the classroom

D. Work with high school Early Childhood Education instructors and students

E. Serve as liaisons between parents and teachers and the college regarding

1. Seminars and speakers

2. Multiple-cooperative activities

3. Educational concerns

III. Parents

A. Participate in parent education

B. Help guide children in play and activities as teacher assistants

C. Take care of the functioning of the cooperative

1. Organization

2. Membership and recruitment

3. Finances

4. Teacher selection and contracting

5. Classroom (laboratory) site selection and maintenance

6. Snack preparation

7. Special activities

8. Equipment procurement

9. Communication between cooperative members

(The planning board for the cooperative or the group's officers oversee and make recommendations regarding the preceding functions.)

IV. Parent Advisory Council (PAC), composed of a representative from each group along with a liaison appointed by the College, provides the following services to cooperative groups.

A. Liaison between cooperatives and the College

B. Communication between cooperatives

C. Advocates for Parent Education

D. Information sharing on activities and other cooperative concerns (e.g. "Kindergarten Options")

E. Fund raising and distribution

1. Scholarships

2. Treasurer consultant

F. Parent needs and interest assessment for special speakers

G. Cooperative officers' workshop

H. Publicity for the Parent Education program (e.g. "Children's Fair")

V. Teacher

A. Organizes the classroom spaces, activities, and curriculum for the children

B. Instructs and/or guides children in learning and general development according to his/her curriculum

C. Guides parents as teacher assistants

D. In high school settings, instructs Early Childhood Education students

E. Advises on equipment procurement

F. Consults with parents and instructors on cooperative and classroom concerns

G. Participates in goal setting and needs assessments for children

H. Pursues professional development by attending in-service workshops, etc.

VI. Children participate in a stimulating Early Childhood Education environment designed to meet the child's physical, social/emotional, and intellectual needs.

INTRODUCTION TO GOALS AND OBJECTIVES

The curriculum section lists the main goals and subsidiary objectives that are accomplished within the Parent Education program or course: Parent Child Study Laboratory, FAM 045. Within this course there is information which is content specific (e.g. child development, child guidance, nutrition) and information which is program specific. Program specific objectives deal with the laboratory (classroom) and the organization and management of the cooperative. Thus, for the purposes of the manual, the goals and objectives are divided into subject related units, some pertaining to content and some to program. However, there is an interrelationship between the various units. In practical application, objectives from different units are used jointly. Each unit is color coded to correspond with reference files available in the Parent Education office at the College.

Many methods of learning occur in the program to achieve both types of objectives. There is information which is presented, shared, and discussed as well as learning which occurs through observation and practice.

The goals and objectives within each unit are categorized according to the age level of the child. Within the Parent Education course there are approximately 40 sections and the titles for these sections or groups are determined by the age level of the child. The various group titles are: Infants (I), Toddlers (T), Pre-Threes (P-3), and Three to Fives (3-5). The chart alongside the objectives on each page indicates the appropriate age level(s) for each objective. Many objectives are repeated at all age levels. The unique needs at each stage of the child's development demand a new application and interpretation of the objective. Also, the objectives at each age level are listed with the assumption that the parent is a new student in the program.

In addition to the age of the children, the instructor must consider the individual needs of the parents involved. These needs are affected by the amount of experience each parent has already had with parenting, as a student in the Parent Education course, and with PAC. In an attempt to address the different types and amounts of experience, the objectives follow a basic sequencing pattern: those listed first are considered primary objectives which are essential for cooperative functioning; those objectives listed mid-way are deemed appropriate for parents with some experience with cooperatives; and those listed last are for parents with more experience with cooperatives or for specialized interests.

IMPLEMENTATION OF GOALS AND OBJECTIVES

Parent Education instructors face a unique group of students - the parents. Parents vary in individual strengths, weaknesses, experience levels, skill levels, and needs. Therefore, it is important for each instructor to assess the students in his/her group(s) in order to determine the content and organization of the course and the teaching methods.

The instructors should use this manual as a reference for deciding the content and program specific curriculum appropriate to each Parent Education class. This manual does not dictate the exact content or teaching approach. In any one situation the instructor must decide which objectives are appropriate and how they will be implemented.

It is assumed that an instructor may go through the manual to get a general feeling for how the class may be structured. After the class becomes established in the fall, there should be an assessment of parents' needs and experience. Input should also be obtained from the parents through meetings, consultations, and/or goal statements. With this information the instructor may return to the manual to help structure each particular class.

The instructors also need to evaluate their performance in meeting their objectives for each group. Evaluation is essential and should be conducted on a regular basis in Parent Education cooperative programs.

One strength of the Parent Education program that allows for its continued growth, is that it responds to the needs of the parents. As the needs vary, the curriculum should be modified by the parent instructor. Therefore, the professional judgement of instructors along with input from parents ultimately determines the curriculum for each class.

CURRICULUM GOALS AND OBJECTIVES

CHILD DEVELOPMENT

Introduction: This unit concerns the study of the normal range of development and what best facilitates the physical, social/emotional, and intellectual development of the individual child. Parents have an opportunity in the classroom to observe and supervise activities which support maximal development.

GOAL 1: PARENTS WILL FURTHER THEIR UNDERSTANDING OF DEVELOPMENTAL CONCEPTS AND STAGE OF YOUNG CHILDREN.

Objectives: Parents	I	T	P3	3-5
1. Extend their understanding of physical, social/emotional, intellectual/cognitive, and language development in young children.	X	X	X	X
2. Share their observations about their infants day to day activities as examples of the stages of developmental growth of infants.	X			
3. Expand their awareness of common needs of children at certain ages (e.g. sleeping problems, fears, fantasy).	X	X	X	X
4. Have a fuller understanding of the importance of their role in attachment and bonding, separation, and individuation.	X	X	X	X
5. Become more familiar with temperaments and their impact with children and families.	X	X	X	X
6. Become more knowledgeable about the range of normal in the growth and development of young children.	X	X	X	X
7. Better know when a child deviates from the normal range and requires referral/consultation.	X	X	X	X
8. Have a fuller understanding of development as following sequential, predictable steps.	X	X	X	X
9. Have a fuller understanding of the importance of self esteem in the development of young children.	X	X	X	X
10. Become more knowledgable of normal sexual development and how to best support and educate their child.			X	X
11. Further their understanding of supporting their child's gender role identity and non-sexist role development.			X	X
12. Gain awareness of the developmental theories (e.g. Piaget, Erickson).			X	X

GOAL 2: PARENTS WILL INCREASE THEIR UNDERSTANDING OF ACTIVITIES WHICH ENHANCE THE DEVELOPMENT OF YOUNG CHILDREN.

Objectives: Parents will	I	T	P3	3-5
1. Gain ideas for and experience with activities to do with their infant through teacher demonstration and parent sharing.	X			
2. Increase their knowledge of age appropriate activities and determine realistic expectations for young children when planning, presenting, and/or evaluating experiences.		X	X	X
3. Gain experience in planning and presenting small group activities that are age and developmentally appropriate which actively involve young children.			X	X

GOAL 3: PARENTS WILL INCREASE THEIR UNDERSTANDING OF DEVELOPMENTAL INTERACTION AS AN APPROACH TO TEACHING AND PARENTING.

Objectives: Parents will	I	T	P3	3-5
1. Gain awareness about ways in which the child perceives and acts on his/her world.	X	X	X	X
2. Increase their understanding of the crucial role of environment as a determinant in a learning situation.	X	X	X	X
3. Become more aware of their role in children's play, their own particular interactional style, and ways to extend interactions with children.	X	X	X	X
4. Increase their skills in interacting with and supervising young children.		X	X	X

CHILD GUIDANCE

Introduction: This unit concerns the study and practice of methods by which parents may change or guide children's behavior in a particular direction. Examining one's own values and attitudes as a parent and negotiating differences between parents is inherent in determining goals for children's behavior. Refer to the Parenting and Family Communication unit and the Child Development unit for closely related objectives. In practical application objectives from these three units will often be connected in the classroom and in Parent Education discussions.

GOAL 1: PARENTS WILL BECOME MORE KNOWLEDGEABLE ABOUT CHILD GUIDANCE APPROACHES WHICH MAXIMIZE SELF WORTH, GROWTH AND DEVELOPMENT, AND FAMILY HARMONY.

Objectives: Parents will	I	T	P3	3-5
1. Further understand the concept of guidance as it relates to young children.	X	X	X	X
2. Become more familiar with a variety of guidance techniques.	X	X	X	X
3. Become more aware of the effects of various guidance techniques on the child's self worth and development.	X	X	X	X
4. Have opportunities to help each other solve or brainstrom solutions to current guidance situations.	X	X	X	X
5. Evaluate the appropriateness of various techniques to situations, developmental stages, temperament, outcome desired, etc.	X	X	X	X
6. Become more familiar with differing principles (e.g. consistency, follow through, and immediacy) which determine the effectiveness of guidance techniques.		X	X	X
7. Increase their knowledge of the dynamics of sibling relations and guidance techniques which are particularly useful to this situation.		X	X	X
8. Increase their knowledge of techniques for gaining cooperation.			X	X
9. Become more knowledgeable about the possible causes for specific behavior problems and suitable management techniques.		X	X	X
10. Become more aware of how to interact with a child to maximize self-esteem.	X	X	X	X
11. Study in more depth various child rearing theories.			X	X

GOAL 2: PARENTS WILL HAVE OPPORTUNITIES TO OBSERVE AND PRACTICE VARIOUS GUIDANCE TECHNIQUES.

Objectives: Parents will	I	T	P3	3-5
1. Become more aware of ways to facilitate their child's adjustment to new situations.	X	X	X	X
2. Observe various guidance approaches and their results in the classroom.		X	X	X
3. Practice and evaluate the effectiveness of various guidance approaches in the classroom.		X	X	X
4. Utilize guidance techniques for enhancing transitions in the classroom.		X	X	X
5. Work together as a team in the classroom in utilizing various techniques.		X	X	X
6. Become more familiar with and practice techniques for assessing behavior and evaluating progress.			X	X

GOAL 3: PARENTS WILL BECOME MORE AWARE OF THEIR ROLE IN GUIDANCE.

Objectives: Parents will	I	T	P3	3-5
1. Further understand how the child's behavior and temperament affects their parenting.	X	X	X	X
2. Further understand how their own child rearing affects their interaction with their child.	X	X	X	X
3. Further identify the values and attitudes which affect their parenting.		X	X	X
4. Further clarify their child rearing philosophy and approach.			X	X
5. Become more aware of their role in assisting the child to attain self discipline and maturity.			X	X

HEALTH, SAFETY, AND NUTRITION

Introduction: This unit addresses primarily the physical health and safety of the child and also other family members with specific emphasis on: adequate nourishment and eating patterns and attitudes, minor accidents and major medical emergencies, creating safe environments and teaching children safety, symptoms and treatment of childhood illnesses, the value and kinds of exercise for children and adults, and stress symptoms and management. Because health and safety are so basic and important, many of the objectives are stressed at all age levels.

GOAL 1: PARENTS WILL HAVE OPPORTUNITIES TO PRACTICE MEASURES WHICH SUPPORT CHILDREN'S HEALTH AND SAFETY.

Objectives: Parents will	I	T	P3	3-5
1. Increase their knowledge of the importance of childhood immunization and the required immunization schedule for class attendance.	X	X	X	X
2. Become familiar with the classroom policy for attendance of ill children.	X	X	X	X
3. Become aware of classroom procedures for fire drills and other emergencies.	X	X	X	X
4. Become aware of classroom procedures for handling minor injuries and medical emergencies.			X	X
5. Practice car safety in school car pools and on field trips.			X	X
6. Become more aware of how to set up and supervise the environment and equipment in the classroom to maximize safety.		X	X	X
7. Increase their knowledge of what an appropriate snack is and how to include children in the preparation and serving.		X	X	X
8. Increase their knowledge of how to teach children self help skills related to health care (e.g. putting on hats and coats, covering mouth when coughing, hand washing, etc.) and practice these skills in the classroom.			X	X
9. Increase their knowledge and skill in screening ill children in the classroom.			X	X
10. Become more aware of exercise activities appropriate for children.	X	X	X	X
11. Become more aware of how to set up the environment and select activities in order to reduce stress for children.		X	X	X

GOAL 2: PARENTS WILL INCREASE THEIR KNOWLEDGE OF HOW TO MEET THE NUTRITIONAL NEEDS OF CHILDREN.

Objectives: Parents will	I	T	P3	3-5
1. Increase their knowledge of food requirements for young children.	X	X	X	X
2. Become more knowledgeable about preparing and presenting food so that it is appropriate and appealing to the age and stage of the child.	X	X	X	X
3. Increase their knowledge of how to plan an environment that will make mealtime more pleasant and comfortable and reduce eating problems.		X	X	X
4. Further understand problems related to use of food (e.g. bottle mouth cavities and obesity).	X	X		
5. Better understand how to evaluate and use nutritional information.			X	X
6. Become more knowledgeable about their rights and resources as a consumer of food.			X	X

GOAL 3: PARENTS WILL BECOME MORE KNOWLEDGEABLE ABOUT HOW TO PROVIDE A SAFE ENVIRONMENT FOR YOUNG CHILDREN.

Objectives: Parents will	I	T	P3	3-5
1. Become more familiar with car safety practices and tips for traveling with children.	X	X	X	X
2. Become more knowledgeable about accident prevention (e.g. fires, poisonous plants, child proofing, toy selection and use).	X	X	X	X
3. Become more aware of how to set up and supervise the environment and equipment at home to maximize safety.	X	X		
4. Become more knowledgeable about how to teach children safety practices in situations occuring outside the home (e.g. strangers, child abduction, sexual abuse, and crossing streets and traffic).			X	X
5. Become more knowledgeable about how to teach children safety practices in situations occurring primarily in the home (e.g. fire, minor injuries, use of equipment and toys).			X	X

GOAL 4: PARENTS WILL INCREASE THEIR KNOWLEDGE OF FIRST AID PROCEDURES FOR HANDLING MINOR ACCIDENTS AND MEDICAL EMERGENCIES.

	I	T	P3	3-5
Objectives: Parents will				
1. Become more knowledgeable about how to treat minor accidents.	X	X	X	X
2. Increase their knowledge of when to obtain medical assistance in an accident.	X	X	X	X
3. Become more knowledgeable about first aid procedures for children in a medical emergency.	X	X	X	X

GOAL 5: PARENTS WILL GAIN GREATER UNDERSTANDING OF THE HEALTH CARE NEEDS OF WELL CHILDREN.

	I	T	P3	3-5
Objectives: Parents will				
1. Become familiar with the recommended schedule for medical and dental checkups for well child care.	X	X		
2. Better know how to select a physician or dentist.	X	X	X	
3. Better know when to get further screening or advice with hearing, speech, vision, and other health concerns.	X	X	X	X
4. Become more knowledgeable about how to prepare their child for doctor and dentist visits and hospitalizations.			X	X

GOAL 6: PARENTS WILL BECOME MORE FAMILIAR WITH CHILDHOOD ILLNESSES AND THEIR TREATMENT.

	I	T	P3	3-5
Objectives: Parents will				
1. Become more familiar with the symptoms, diagnosis, and incubation periods of childhood illnesses.	X	X	X	X
2. Become more knowledgeable about how to prevent and treat childhood illnesses.	X	X	X	X
3. Increase their awareness of when to seek outside medical help.	X	X	X	X

GOAL 7: PARENTS WILL FURTHER UNDERSTAND THE IMPORTANCE OF EXERCISE AND STRESS MANAGEMENT TO THE HEALTH OF FAMILY MEMBERS.

Objectives: Parents will	I	T	P3	3-5
1. Become more aware of the benefits of exercise for children and adults.	X	X	X	X
2. Become more knowledgeable of various kinds of exercise for families and individuals.	X	X	X	X
3. Become more aware of the cause and symptoms of stress.	X	X	X	X
4. Gain knowledge of techniques for preventing and coping with stress (e.g. time management, revision of priorities, modifying life style, and adjustments to parenting).	X	X	X	X
5. Become more aware of how to identify children under stress, how to minimize stress for children, and how to help them deal with stress.			X	X
6. Become more aware of stress conditions particular to mothers who work both in and out of the home as well as dual career families and how to manage these situations.		X	X	X

PARENTING AND FAMILY COMMUNICATION

Introduction: This unit deals with developing knowledge and skill in parenting and communication techniques. Keeping the lines of communication open between family members aids in maintaining understanding and respect between them. It is primarily the parents' responsibility to understand and then guide the children in healthy techniques of communication. When the following objectives are addressed, the parents will have extended their understanding of ways to strengthen family relationships and become more capable parents.

GOAL 1: PARENTS WILL FURTHER THEIR UNDERSTANDING OF TECHNIQUES WHICH ENHANCE FAMILY COMMUNICATION.

Objectives: Parents will	I	T	P3	3-5
1. Extend their awareness and understanding of problem solving techniques.	X	X	X	X
2. Expand their awareness of conflict resolution techniques.		X	X	X
3. Increase their understanding of how and when to give esteem building messages.		X	X	X
4. Become more familiar with ways to assess personal and family strengths and problems.	X	X	X	X
5. Increase their awareness as to some common difficulties in family communications.	X	X	X	X
6. Increase their knowledge of techniques for negotiating differences in values and goals between mother and father.	X	X	X	X
7. Increase their understanding of how rivalry between siblings can manifest itself and affect relationships.	X	X	X	X
8. Acquire knowledge of how a family can function in a democratic fashion.				X

GOAL 2: PARENTS WILL HAVE OPPORTUNITIES TO PRACTICE PROBLEM SOLVING, CONFLICT RESOLUTION, AND ESTEEM BUILDING TECHNIQUES.

	I	T	P3	3-5
Objectives: Parents will				
1. Practice positive communication skills with children in the classroom.		X	X	X
2. Be exposed to varied techniques of communication.		X	X	X
3. Observe the results of negative and positive communication skills in the classroom.		X	X	X
4. Acquire additional skills which enhance positive communication (i.e. active listening, "I" statements, etc.).		X	X	X

GOAL 3: PARENTS WILL INCREASE THEIR CONFIDENCE IN MANAGING THE DEMANDING ROLE OF PARENT.

	I	T	P3	3-5
Objectives: Parents will				
1. Identify their values and goals for themselves and their children.	X	X	X	X
2. Examine methods of handling parental fear, anger, and guilt.	X	X	X	X
3. Further understand how their stress state can affect how they interact with and guide children.	X	X	X	X
4. Learn better how to extend the father's role into various nurturing situations.	X	X	X	X

SPECIAL CONCERNS

Introduction: In this unit parents will become more aware of the special concerns of contemporary families and gain ideas and skills for dealing with these situations which will maximize the well functioning of the family and its members. Parents will be able to benefit from the information that modern education and research now provides to help families better manage these situations. In this unit the objectives are listed at all age levels since their application depends more on the needs of the particular parents in the group than the age level of the child.

GOAL 1: PARENTS WILL BECOME MORE KNOWLEDGEABLE ABOUT CONCERNS WHICH CAN IMPACT THE CONTEMPORARY FAMILY.

	I	T	P3	3-5
Objectives: Parents will				
1. Become more knowledgeable about how to manage issues common to most families (e.g. child care, illness, separation, death).	X	X	X	X
2. Increase their awareness of the varying types of concerns of today's families (e.g. TV and visual media, only children and spacing of children, dual career famlies, unemployment, divorce, single parenting, step parenting, adoption, resource management, caring for extended family members) and how they and and others can best be supported in these situations.	X	X	X	X
3. Increase their awareness of situations which bear potential harm to family members and become further acquainted with prevention, symptoms, and treatment (e.g. child abuse, sexual abuse, child abduction).	X	X	X	X
4. Increase their awareness of why and how certain family problems may arise.	X	X	X	X
5. Share how to approach concerns which parents have encountered in the group.	X	X	X	X

GOAL 2: PARENTS WILL BE ABLE TO BETTER RECOGNIZE STRESS AND ITS CAUSES WITHIN ONE'S FAMILY.

Refer to the "Health, Safety, and Nutrition" unit for related objectives.

GOAL 3: PARENTS WILL BE MORE RESOURCEFUL OF THE AVAILABLE COMMUNITY SERVICES FOR THE CONTEMPORARY FAMILY.

		I	T	P3	3-5
Objectives:	Parents will				
1.	Become more aware of resource material and community services that address special family concerns.	X	X	X	X
2.	Be more resourceful of the materials and services dealing with special family concerns available to them.	X	X	X	X
3.	Become more aware of the value of a support network if a special concern does arise and know better how to develop one.	X	X	X	X

PROGRAM UNITS

IMPLEMENTING THE CHILDREN'S CLASSROOM PROGRAM

Introduction: This unit deals with increasing the parents' knowledge of the classroom function and their skills as teacher assistants. In the laboratory, parents are able to both practice new ideas as well as gain knowledge from observing and working with others, which they can apply to the home setting. Through this cooperative effort parents are also able to create a more affordable learning environment for their children. Additional objectives relating specifically to the classroom are found in other units.

GOAL 1: PARENTS WILL INCREASE THEIR KNOWLEDGE OF CLASSROOM FUNCTION AND THEIR ROLE AS TEACHER ASSISTANTS.

Objectives: Parents will	I	T	P3	3-5
1. Become familiar with the philosophy of the classroom curriculum.	X	X	X	X
2. Become familiar with the physical arrangement, equipment, and materials of the classroom.	X	X	X	X
3. Become familiar with the planned curriculum and the daily scheduling of the classroom activities.	X	X	X	X
4. Become more aware of safety provisions in supervising children in the classroom.		X	X	X
5. Observe the teacher and other parents enrolled in the program guiding and working with children in the various interest centers of the classroom such as: block play art activities reading and telling stories sensory materials: sand, water, etc. large motor development equipment nutrition and cooking experiences music and puppetry activities		X	X	X
6. Increase their understanding of the value and purpose of these activities.		X	X	X
7. Become more knowledgeable about their role and responsibilities in carrying out these activities and in supporting other parents and the classroom teacher.		X	X	X

GOAL 2: PARENTS WILL INCREASE THEIR SKILLS IN WORKING AS TEACHER ASSISTANTS.

Objectives: Parents will	I	T	P3	3-5
1. Observe and model parent-infant interaction styles.	X			
2. Share ideas for infant toys and activities with other parents.	X			
3. Increase their ability to work cooperatively with other parents in the classroom in order to provide a good learning environment for children.		X	X	X
4. Practice guiding and working with children in the various interest centers of the classroom.		X	X	X
5. Have the opportunity to experience positive interactions with their own child and other children in the classroom.		X	X	X
6. Encourage children to develop self-help skills.			X	X
7. Encourage and respond to children's initiation of language.		X	X	X
8. Give verbal and non verbal attention to children's activities in order to enhance and extend children's play and build self esteem.		X	X	X
9. Reinforce children for attending to learning tasks in order to increase children's attention span.			X	X
10. Refine their skills of observing individual children in order to better understand the developmental needs of children.			X	X
11. Plan and implement a small group language and/or concept development activity with a small group of children.			X	X
12. Assist the teacher in identifying and carrying out teaching and behavioral objectives for individual children.			X	X
13. Assist the teacher in evaluating the appropriateness and success of a particular objective or activity.			X	X
14. Assist the teacher in the program of child assessment.			X	X

ORGANIZATIONAL FUNCTION, DEVELOPMENT AND LEADERSHIP

Introduction: This unit deals with assisting parents to become effective group participants and leaders. Parents will be enabled to take a more active role in the cooperative through an increased understanding of the organization and role responsibilities of the Parent Education program and the cooperative. Also their own personal growth and learning will be furthered and the cooperative strengthened.

GOAL 1: PARENTS WILL BECOME FAMILIAR WITH THE VALUES AND GOALS OF THE PARENT EDUCATION PROGRAM.

GOAL 2: PARENTS WILL UNDERSTAND THE ROLE FUNCTIONS OF THE SPONSORING EDUCATIONAL INSTITUTION, THE PARENT EDUCATOR, THE CLASSROOM TEACHER, AND EACH INDIVIDUAL PARENT ENROLLED IN THE PARENT EDUCATION PROGRAM.

Objectives: Parents will	I	T	P3	3-5
1. Become aware that they are enrolled in a Parent Education class provided by the Child and Family Education Division, North Seattle Community College.	X	X	X	X
2. Become aware of the Parent Education program structure and the benefits provided by the College.	X	X	X	X
3. Become familiar with the role and responsibilities of the Parent Education instructor.	X	X	X	X
4. Become familiar with the role and responsibilities of the teacher.	X	X	X	X
5. Become familiar with the organizational structure of the cooperative.	X	X	X	X
6. Become familiar with the committee and board member roles and responsibilities and other special assignments.	X	X	X	X
7. Know whom to contact in the cooperative for various concerns, questions, and needs.	X	X	X	X
8. Understand that each parent in the group has a specific role function and that each is important to the overall success of the parent cooperative.	X	X	X	X
9. Understand the role and responsibility of PAC.	X	X	X	X

GOAL 3: PARENTS WILL BETTER UNDERSTAND HOW THE COOPERATIVE MODEL ENHANCES ADULT LEARNING AND PERSONAL GROWTH.

Objectives: Parents will	I	T	P3	3-5
1. Understand how the classroom setting and the structuring of the class format provides an environment for adult learning and personal growth.	X	X	X	X
2. Understand that learning takes place in three components: the laboratory/classroom, the lectures/discussions, and the organizational work of the cooperative.	X	X	X	X
3. Understand that there is a similarity of goals and interdependence between all three components of the cooperative model.	X	X	X	X
4. Understand that learning takes place through the discussion of parenting issues and demonstration of infant activities and educational materials by both the Parent Education instructor and the teacher.	X			
5. Understand that the learning process is multi-experiential and involves learning by doing; by observing children and the behaviors modeled by the Parent Educator, the teacher and other parents; and through didactic methods of instruction.	X	X	X	X
6. Understand that the various components for learning and the various methods of learning constitute a comprehensive model for the development of parenting skills and the enhancement of personal growth.	X	X	X	X

GOAL 4: PARENTS WILL GAIN AND SHARE INFORMATION AND PARTICIPATE IN PROBLEM SOLVING.

Objectives: Parents will	I	T	P3	3-5
1. Gain new information from the teacher, the Parent Education instructor, and other parents.	X	X	X	X
2. Share their concerns and expertise and participate in problem solving discussions.	X	X	X	X
3. Utilize the various classroom resources (library, files, bulletin boards, etc.) to meet their individual needs.	X	X	X	X
4. Take a leadership role in bringing resources, demonstrating materials or activities, or leading group discussions of interest to other class members.	X	X	X	X

GOAL 5: PARENTS WILL UNDERSTAND THAT LEARNING IS INDIVIDUALIZED FOR EACH PARENT ENROLLED IN THE PROGRAM AND THAT THE PROGRAM STRIVES TO SERVE PARENTS OF ALL EDUCATIONAL, EXPERIENTIAL, AND ETHNIC BACKGROUNDS.

Objectives: Parents will	I	T	P3	3-5
1. Understand that each parent in the group has his or her own value system and is important to the overall learning of the group.	X	X	X	X
2. Understand that the curriculum for the program is purposefully designed to use the expertise of each parent and to listen to educational requests of each individual who enrolls.	X	X	X	X
3. Understand the Parent Educator's method for making Parent Education decisions involves communicating closely with the teacher, the executive board, the parents enrolled in the program, and through observation of the classroom and the ongoing program.	X	X	X	X
4. Understand that learning in a parent cooperative is open-ended and developmental and that each parent can latch onto the educational experience and go forward based on his/her own individuality.	X	X	X	X

GOAL 6: PARENTS WILL GAIN KNOWLEDGE AND SKILLS IN GROUP FUNCTIONING.

Objectives: Parents will	I	T	P3	3-5
1. Begin to communicate within a group setting.	X	X	X	X
2. Participate in group problem solving and goal setting activities using effective methods of decision making.		X	X	X
3. Understand how the effective functioning of the group is affected by the personal styles, values, goals, and "health" of the members of the group.			X	X
4. Recognize the various stages of normal group development that are taking place within the parent cooperative preschool Parent Education program.			X	X

GOAL 7: GROUP LEADERS WILL PROVIDE DIRECTION FOR THE ORGANIZATIONAL FUNCTIONING OF THE COOPERATIVE.

Objectives: Group leaders will	I	T	P3	3-5
1. Serve on a planning committee and assist at developing an agenda for conducting the business portion of the parent cooperative program.	X	X	X	X
2. Conduct meetings.	X	X	X	X
3. Work cooperatively with the Parent Educator in establishing and implementing Parent Education group goals.	X	X	X	X
4. Identify emerging leadership for group continuity and identify qualities and qualifications necessary for the hiring of the teacher.		X	X	X
5. Become aware of effective and appropriate leadership styles.			X	X
6. Understand and adapt their leadership style to the needs of the group in order for the group to function smoothly and achieve its goal.			X	X
7. Learn and model effective communication techniques (i.e. active listening, clarifying, and paraphrasing).			X	X
8. Implement effective techniques for conflict management and group development.			X	X

GOAL 8: GROUP MEMBERS WILL REALIZE THE BENEFITS OF PARTICIPATION IN A COOPERATIVE PARENT EDUCATION PROGRAM.

Objectives: Group members will	I	T	P3	3-5
1. Become more aware of their own values, personal growth, and development.	X	X	X	X
2. Appreciate the unique qualities of individual group members and their children.	X	X	X	X
3. Identify those learnings which have occurred for themselves and their child.	X	X	X	X
4. Become more confident and increase their self esteem by contributing to the effective functioning of the cooperative.		X	X	X
5. Perceive themselves as effectively functioning members of the community.		X	X	X

SUPPORT SYSTEMS

Introduction: This unit deals with helping parents to experience support through sharing and working together in the cooperative. One of the conditions inherent in the Parent Education program is an atmosphere where parents can share support, consultation, and resource information with each other concerning childrearing and family life. This provides an opportunity for each parent to explore their own values, concerns, and growth; build confidence in their own parenting skills; find links to community resources; and develop ongoing supportive relationships.

GOAL 1: PARENTS WILL SHARE KNOWLEDGE, EXPERIENCES, AND INFORMATION REGARDING CHILD REARING AND FAMILY LIFE.

Objectives: Parents will	I	T	P3	3-5
1. Participate in informal and organized discussions of their concerns.	X	X	X	X
2. Realize the normalcy of both their positive and negative emotions experienced in child-rearing.	X	X	X	X
3. Experience release of emotional tension and reassurance in stressful situations.	X	X	X	X
4. Realize that they are gaining knowledge and experiences in parenting that are pertinent and useful to others, and are therefore of value.	X	X	X	X
5. Become aware of the relative commonality of special concerns and have multiple solutions to consider.	X	X	X	X
6. Share their own resources and information with other parents.	X	X	X	X
7. Build self esteem by helping other members find solutions to their problems.	X	X	X	X
8. Become acquainted with potential friends with which to share child-care activities outside of the classroom.	X	X	X	X

GOAL 2: PARENTS WILL WORK TOGETHER TO PROVIDE A LEARNING EXPERIENCE FOR THEIR CHILDREN AND THEMSELVES.

Refer to the units: "Implementing the Childrens' Program" and "Organizational Function, Development, and Leadership" for related objectives.

RESOURCES

RIBLIOGRAPHY

Topical Outline

The bibliography is organized under the following topics.

Child Development
- General
- Intellectual Development
- Brain Research
- Play and Learning
- Activities
- Sex Education
- Non-Sexist Childrearing
- Toilet Training

Child Guidance
- General
- Specific Approaches
- Problem Solving Approach
- Sibling Relations

Health, Safety, and Nutrition
- Well Child Care
- Illness & Accidents
- Safety
- Nutrition and Feeding
- Stress

Parenting and Family Communications
- General
- Fathering
- Mothering

Special Concerns
- General
- Children with Special Needs
- Twins
- Adoption
- Child Abuse/Sexual Abuse
- Child Care
- Working Parents
- Divorce, Single Parenting, Step Parenting
- Separation and Death

Note: This is a list of some of the more current and classic references under each of the subject areas. It is not an inclusive reference list. Some books that adults can use with children are also listed. These are indicated with the word "children" after the reference.

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